DOCUMENT RESUME

ED 306 799 HE 022 460

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TITLE Assessment and Outcomes Measurement: Statewide and Systemwide Initiatives.
INSTITUTION Arizona Board of Regents, Phoenix.
PUB DATE Nov 88
NOTE 22p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Competition; *Educational Assessment; *Educational Quality; Efficiency; Elementary Secondary Education; Excellence in Education; Higher Education; National Surveys; *Outcomes of Education; Public Colleges; State Colleges; *State Programs; Statewide Planning
IDENTIFIERS *Arizona; Arizona Task Force On Excellence Efficiency Compet

ABSTRACT

As part of the final report by the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, information on statewide activities on assessment and outcomes measurement is presented. The information comes from a 1986 survey by the Educational Commission of the States, American Association for Higher Education, and State Higher Education Executive Officers. Activities are discussed alphabetically by state and are grouped into the following six categories: (1) kindergarten through 12th grade initiatives; (2) entering student initiatives; (3) performance standard initiatives; (4) initiatives focusing on graduates/drop-outs; (5) initiatives focusing on the assessment of the quality of undergraduate education; and (6) informational initiatives. Special notes indicate whether a program or effort currently exists and whether a program or effort is under consideration or will be implemented at a future date. (SM)

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ASSESSMENT AND OUTCOMES MEASUREMENT: STATEWIDE AND SYSTEMWIDE INITIATIVES

MARY J. TALBOTT AND KATHLEEN CHURCH

The Education Commission of the States (ECS) in cooperation with the American Association for Higher Education (AAEH) and the State Higher Education Executive Officers (SHEE0) conducted a survey of the states in December, 1986. Executive and Academic officers responded. A report, Assessment and Outcomes Measurement, A View from the States by Joni E. Finney and Carol M. Boyer, was issued in 1987 summarizing the results of the survey. The report addressed statewide and systemwide approaches to assessment and outcomes measurement.

Using the ESC report and information gained from other sources, we have grouped the activities of the states into six categories. The categories are useful because they assist one in organizing the vast amount of information available. The report which follows reorganizes the information contained in the ECS report. Many of the descriptions within the categories are taken directly from the report although quotation marks are not routinely used.

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Two symbols are used throughout this summary that were not used by ECS. The double plus (++) indicates a program or effort that currently exists. The double dash (--) is used to indicate a program or effort that is under consideration or will be implemented at a future date.

ALABAMA

(No statewide or systemwide assessment programs exist.)

K-12 INITIATIVES

-- The state says it is particularly interested in early assessment programs that focus on high school students.

ENTERING STUDENT INTITIATIVES

-- The state says it is interested in basic skills testing of entering freshmen.

PERFORMANCE STANDARD INITIATIVES

-- The state says it is interested in tests of college-level skills.

-- The state says it is interested in general education assessment.

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INITIATIVES FOCUSING ON GRADUATES/DROP-OUTS

-- The state says it is interested in follow-up studies of graduates.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UDERGRADUATE EDUCATION

-- The state board hopes to recommend funding for pilot projects within the next two years.

++ The state is asking institutions for information on assessment activities and encouraging them to formalize their assessment programs.

ALASKA

PERFORMANCE STANDARD INITIATIVES

-- "Rising-junior" exams in reading, writing and Math are under consideration.

INITIATIVES FOCUSING ON GRADUATES/DROP-OUTS

++ Through surveys, Alaska collects information on graduates one year and again at five years after leaving the institution.

++ Alaska surveys students who drop-out after attending a state institution for one year.

INFORMATIONAL INITIATIVES

++ See "Initiatives Focusing On Graduates/drop-outs."

++ Alaska surveys students in preparatory and vocational institutions.

++ Alaska emphasizes its role in collecting and disseminating data and other information.

ARIZONA

K-12 INITIATIVES

++ The booklet "Ready for Success" is distributed annually to 8th and 9th grade students. The booklet explains new university admission requirements.

++ Arizona has developed a test booklet "Preparing High School Students for Arizona's Universities," that outlines basic skills in English, Math, social science and lab science necessary to be successful in college.

++ Beginning in 1987, new university admission requirements were instituted. The new requirements prescribe four years of English, three years of Mathematics, two years of laboratory science, and two years of social studies.

++ A high school visitation program provides free consulting services by university faculty to high schools that want to review their college-prep curricula.

++ A new service provides information to each Arizona high school about the academic performance of its graduates in freshman level Mathematics and English courses at the public community colleges and universities in the state.

PERFORMANCE STANDARD INITIATIVES

++ The Pre-Professional Skills Test (PPST) is administered to all teacher education candidates.

++ Remedial assistance is provided to students who do not score well on the PPST.

++ Each university has adopted new general education requirements for all baccalaureate degree programs.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The Board of Regents directed each university to submit a plan, by May 1987, for assessing the quality of undergraduate education at their institution.

ARKANSAS

(No statewide assessment programs exist.)

ENTERING STUDENT INTITIATIVES

-- Basic skills testing of freshmen is under consideration.

PERFORMANCE STANDARD INITIATIVES

++ The Board of Education recently approved the PPST for teacher education candidates and a 2.5 GPA requirement for admittance to the program.

-- "Rising-junior" exams for assessing college level skills are under consideration.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ Considerable effort is being directed at implementing the recommendations of the Quality Higher Education Study Committee including the following: the appointment of several statewide committees to develop programs to assess students' skills in reading, oral and written communications, and mathematics; and the development of a core general education curriculum for all students receiving a baccalaureate degree.

CALIFORNIA

K-12 INITIATIVES

++ Both the UC and CSU systems are involved in diagnostic testing of high school students.

ENTERING STUDENT INTITIATIVES

++ Both the UC and CSU systems have placement testing in English, mathematics and writing.

++ The community colleges and independent institutions use a variety of assessment instruments, although no systemwide approach exists.

PERFORMANCE STANDARD INITIATIVES

++ The CSU system has a writing assessment requirement that must be satisfied in order to graduate.

-- "Rising-junior" exams, tests of critical thinking and general education outcomes are under consideration.

INITIATIVES FOCUSING ON THE ASSESSMENT OF QUALITY OF UNDERGRADUATE EDUCATION

++ Concurrent Resolution 141 directs the Postsecondary Education Commission to study various approaches to measuring and improving the quality of education. By March 1, 1987 a task force was to submit "findings and conclusions and, if appropriate, options for developing, implementing, and measuring talent development or value-added approaches to higher education, and performance-based budgeting incentives for encouraging the adoption of these approaches by public education institutions."

-- The use of attitude surveys are also under consideration in California.

COLORADO

ENTERING STUDENT INTITIATIVES

++ The Colorado Commission of Higher Education (CCHE) has defined five different tiers of admission standards. There is a single scale for admissions with different cut-off scores for the various tiers of institutions. Implementation of admission criteria will take place over the next three to five years.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ In 1985 the Colorado General Assembly passed a higher education accountability law (House Bill 1187) declaring that "institutions of higher education be held accountable for demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation." In addition, the bill called for each Colorado institution to state its objectives for undergraduate education.

-- Beginning July 1, 1990, CCHE is authorized to retain up to 2% of an institutions appropriations if it has not implemented or is failing to implement any part of the accountability law.

CONNECTICUT

ENTERING STUDENT INITIATIVES

++ The Board of Governors for Higher Education requires institutions to conduct student assessment for placement.

PERFORMANCE STANDARD INITIATIVES

++ The State Department of Education requires teacher education candidates to take the Connecticut Competency Examination for Prospective Teachers (CONCEPT).

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The Board of Governors for Higher Education requires institutions to assess institutional effectiveness.

-- In 1989 Connecticut will monitor student retention, completion rates, and subject-matter testing for teacher certification.

DELAWARE

(No statewide assessment programs exist. Rather, assessment is part of the broad issue of improving the undergraduate curriculum.)

INFORMATIONAL INITIATIVES

++ In the spring of 1987 a conference was scheduled to discuss the improvement of the undergraduate curriculum.

FLORIDA

K-12 INITIATIVES

++ Florida provides feedback to high schools about the preparedness of their graduates who attend two and four year institutions.

ENTERING STUDENT INITIATIVES

++ Florida has mandated the College Entry-Level Exam to screen and place entering students.

PERFORMANCE STANDARD INITIATIVES

++ Florida has mandated the College Level Academic Skills Test (CLAST) to measure students' mastery of basic college-level skills.

INITIATIVES FOCUSING ON GRADUATES/DROP-OUTS See informational initiatives

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ A year-long study is under way to determine the impact of the testing and the appropriateness of the tests and cut-off scores.

INFORMATIONAL INITIATIVES

++ The State Board monitors licensure rates for various professions.

++ The State Board encourages colleges and universities to monitor student satisfaction and job placement.

GEORGIA

ENTERING STUDENT INITIATIVES

++ The basic skills examination/assessment for developmental studies is administered to students scoring lower than 330 on either section of the SAT. It is designed to place students in courses appropriate to their skill levels and to provide feedback about their academic preparation.

PERFORMANCE STANDARD INITIATIVES

++ The Regents' testing program is designed to screen and place students in the appropriate courses. All undergraduate students take the exam during their sophomore year and must pass it before graduation.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The State Board is urging institutions to assess general education outcomes as part of their accreditation reviews.

HAWAII

ENTERING STUDENT INITIATIVES

++ The University of Hawaii in Manoa administers a wide range of foreign-language tests to place individual students.

++ As of September 1987, all freshmen were required to take a placement exam in writing.

++ The community colleges administer diagnostic tests to all new students for placement in English and Math.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The state establishes policies guiding assessment of institutions and of student proficiencies at the department and program levels.

IDAHO

(No statewide assessment programs exist.)

ENTERING STUDENT INITIATIVES

-- Basic skills tests for entering freshmen are under consideration.

INITIATIVES FOCUSING ON GRADUATES/DROP-OUTS

-- Follow-up studies of college graduates are under consideration.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

NOTE: The public institutions have taken the initiative for the assessment of college-level skills and general education outcomes.

ILLINOIS

K-12 INITIATIVES

++ At the recommendation of the Committee on the Study of Undergraduate Education, a statewide program to provide feedback to secondary schools on selected measures has been established.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The Board of Higher Education has charged the colleges and universities with the responsibility for the quality of undergraduate education. The Board will use

common elements of campus-level assessment to monitor statewide trends. The Board's program review process is the primary mechanism for implementing and monitoring progress toward state goals. It is anticipated that student assessment will become an integral part of planning and resource allocation.

INFORMATIONAL INITIATIVES

++ A statewide data collection and reporting system is being implemented that will incorporate selected student progress and achievement measures.

INDIANA

K-12 INITIATIVES

++ The primary statewide assessment program is a pilot program to assess eighth and ninth graders. The Indiana College Placement and Assessment Center assesses students to determine whether they are performing at the appropriate levels in Math, reading and writing. The Center also attends to raising the educational aspirations of the students of Indiana.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The state is examining issues related to minority enrollment and reducing dependence on graduate teaching assistants.

++ Institutions are focusing on assessing the overall effectiveness of undergraduate education, monitoring attitudes of entering freshmen and conducting follow-up studies of graduates.

INFORMATIONAL INITIATIVES

++ The College Placement and Assessment Center provides feedback to individual students and their parents that reflects the student's interest in college, ability to succeed in college, and financial need.

-- Eventually the Center will serve as a clearinghouse for information on Indiana colleges and universities, information on courses, programs, financial aid, housing, and advanced-placement credits.

-- The Center plans to develop student profiles and to analyze data on who goes to college and why (February 1987).

IOWA

(No statewide assessment programs exists.)

PERFORMANCE STANDARD INITIATIVES

++ There is a pilot test under way to test teacher education candidates using the national teachers examination. Participation is voluntary.

KANSAS

K-12 INITIATIVES

-- Early assessment programs

designed to judge the readiness of high school students for college work are being considered.

PERFORMANCE STANDARD INITIATIVES

++ Kansas evaluates teacher education candidates using the PPST. Students must achieve a specific cut-off score and maintain a 2.25 GPA to be accepted into teacher education.

++ The University of Kansas has a five-year teacher education program that requires students meet graduate-school requirements for their fifth year.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ Each Kansas institution has recently submitted new role and scope statements.

-- The institutions have been asked to consider adopting outcome measures.

KENTUCKY

(No statewide assessment programs exist.)

K-12 INITIATIVES

++ Kentucky has initiated a study of high school students who completed the pre-college curriculum and those students who were admitted to public institutions without having completed the pre-college curriculum. The results will be provided to high schools.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The strategic plan for higher education identified several issues and initiatives related to assessment.

++ There is an effort to incorporate quality issues into program review.

-- Attention will be given to evaluating the retention of students from lower to upper division and the matriculation of students from undergraduate to graduate programs.

LOUISIANA

ENTERING STUDENT INITIATIVES

-- Basic skills testing of entering freshmen is under consideration.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The Louisiana Board of Regents has prescribed general education requirements and outcome measures for all college graduates. Institutions are encouraged to develop outcome measures on their own.

-- The assessment of general education outcomes is under consideration.

MAINE

K-12 INITIATIVES

++ A statewide program tests fourth, eighth and eleventh graders to provide feedback to students on their skills.

ENTERING STUDENT INITIATIVES

++ Assessment programs in Maine are developed and implemented at the campus level; they include attitude surveys of entering freshmen.

-- There is an interest in developing basic skills tests for entering freshmen.

INITIATIVES FOCUSING ON GRADUATES/DROP-OUTS

++ Follow-up studies of college graduates are carried out at the campus level.

INFORMATIONAL INITIATIVES

++ In March 1987, the Chancellor's office for the University of Maine sponsored a systemwide conference on undergraduate education and assessment.

MARYLAND

K-12 INITIATIVES

++ Maryland provides feedback to high schools regarding the participation of their graduates as well as retention and completion rates.

PERFORMANCE STANDARD INITIATIVES

-- Maryland expects a new program, requiring institutions to establish comprehensive evaluation plans to assess higher-order skills, to be approved this spring. Each campus will select its own methods of assessment.

INITIATIVES FOCUSING ON GRADUATES/DROP-OUTS

++ Maryland conducts follow-up surveys of college graduates one and five years after graduation.

INFORMATIONAL INITIATIVES

++ Maryland surveys employers of Maryland graduates.

++ Maryland collects data on retention and completion rates in public institutions.

++ Campus reports include statistical profiles of campuses with regard to retention, minorities and accreditation.

MASSACHUSETTS

(No statewide assessment programs exist.)

K-12 INITIATIVES

++ The state has adopted the use of Carnegie units, specifying high school coursework for those students preparing for college.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The legislature is studying the condition of teaching, and assessment activities may be developed as a result.

-- The state will focus on the issue of general education in the coming year in response to concerns that professional programs and course requirements are being increased at the expense of general education.

MICHIGAN

K-12 INITIATIVES

++ The primary state-level program is the Michigan Mathematics Early Placement Test. Students take the test during their junior year in high school. The test is used to guide students in course selection and enhance communication and co-operation between high school and college Math teachers. Participation is voluntary, by school district.

++ The Martin Luther King, Jr./Rosa Parks Program has two components that focus on younger students. The program is designed to increase the number of minorities in higher education and in specific academic fields. It has a college outreach program, focusing on grades 7-10 in an effort to raise the educational aspirations of minority students; and a minority student recruitment program. The third component of the program is a visiting minority faculty program with state colleges and universities.

-- A writing program, with similar goals to the Math program, is under consideration.

PERFORMANCE STANDARD INITIATIVES

++ Michigan approved legislation that requires teacher education candidates to take both a basic skills test early in their careers and a subject-matter test prior to student teaching. The program will be implemented within the next three years.

MINNESOTA

K-12 INITIATIVES

++ Feedback is provided to the high schools as a result of the data collected during the post-high school planning program.

ENTERING STUDENT INITIATIVES

++ The state has a Post-High School Planning Program (PSPP) in which the PSAT is administered and career plans and interests are surveyed.

-- A plan to improve and expand the PSPP into a full-scale early assessment program is being considered.

PERFORMANCE STANDARD INITIATIVES

++ The State Board of Education requires all teacher education candidates to take the PPST.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ Minnesota has defined desired outcomes and the standards by which the achievement of those outcomes can be measured. The State Department of Education has developed statements of essential learner outcomes in several subject areas. The Higher Education Coordinating Board has drawn up a statement regarding college-level skills and the standards by which college-level work can be differentiated from remedial work. The Board has also developed associate degree standards and the next step is to develop standards for baccalaureate programs. The outcomes and standards will then be used as a basis for designing or selecting assessment tools and for restructuring the curriculum. Additionally, a task force has come up with a set of statements of outcomes for teacher education programs.

INFORMATIONAL INITIATIVES

++ On March 4, 1987, a joint hearing/seminar was held in the state capitol on the assessment of quality in postsecondary education.

MISSISSIPPI

PERFORMANCE STANDARD INITIATIVES

++ State-level teacher education assessment is required. The ACT-COMP test is required for entry into teacher education in public colleges and universities and is typically administered at the end of the student's sophomore year.

MISSOURI

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ Missouri has just launched a program that includes a longitudinal study of factors related to student performance. Using the American College Testing assessment data base, the study will identify characteristics related to student performance at specific institutions.

++ At a state conference in December 1986, the governor requested the Presidents of Missouri's public institutions to develop assessment programs and to submit the plans to his office by the end of 1987.

INFORMATIONAL INITIATIVES

++ The Missouri Coordinating Board of Higher Education sponsored a statewide conference on assessment and strengthening undergraduate education in December 1986.

MONTANA

(No state-level assessment programs exist.)

K-12 INITIATIVES

++ The Montana Board of Regents has initiated a college preparatory policy that has implications for the

state colleges and universities. Effective for students graduating from high school in 1988, the policy recommends students take three years of Mathematics, four years of English, three years of social studies, two years of lab science, one year of visual or performing arts, and two years of a foreign language. Although the program is recommended for all high school students interested in attending Montana institutions, completion of the recommended course of study is necessary to be eligible for the Regents' high school honor scholarships, state-supported scholarships, fee waivers, or grants-in-aid based on academic achievement.

NEBRASKA

(No statewide assessment programs exist.)

INITIATIVES FOCUSING ON GRADUATES/DROP-OUTS

++ The university system is involved in coordinating follow-up studies of alumni.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The state is working to facilitate the development of strategic planning for public institutions.

INFORMATIONAL INITIATIVES

++ Recently a study of retention was initiated to determine the impact of the new admissions standards adopted last year.

NEVADA

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ A proposal is being developed that will require each university and community college in the system to review, modify, and implement undergraduate assessment plans, based on its particular institutional mission.

NEW HAMPSHIRE

PERFORMANCE STANDARD INITIATIVES

++ Newly certified teachers are required to take the Pre-Professional Skills Test (PPST).

-- Use of the PPST during the teacher education program is being considered.

NEW JERSEY

ENTERING STUDENT INITIATIVES

++ The basic skills assessment program is designed to place students in the appropriate courses and to provide a statewide measure of basic skills proficiencies. The test is required after students are admitted but before they register for courses. Student participation is mandatory. All public and some private institutions are involved.

PERFORMANCE STANDARD INITIATIVES

See discussion of COEP below.

INITIATIVES FOCUSING ON GRADUATES/DROP-OUTS See discussion of COEP below.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The College Outcomes Evaluation Program (COEP), introduced in 1985, is being designed to assess general education outcomes, including critical-thinking and other higher-order skills; to monitor student retention, satisfaction and job placement of college graduates and contributions to economic/community development. Student performance will be assessed for a sample of students across institutions at three points in time, namely, the beginning, middle and at graduation from college.

-- With respect to COEP, still under consideration are whether common statewide assessment instruments will be used and whether there will be performance criteria.

++ Competitive challenge grants from the governor's office have been used to establish pilot projects such as the one on assessment at Keane College.

INFORMATIONAL INITIATIVES

++ New Jersey is collecting information on minority enrollment and retention, with interest in assisting high-risk disadvantaged students.

++ New Jersey has sponsored several statewide conferences on assessment.

NEW MEXICO

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The Commission on Higher Education and the State Board of Education are co-sponsoring a project to define competencies and skills required for success in college-level work. The project is aimed at improving the quality of student learning in elementary and secondary schools and in postsecondary institutions.

-- Competitive grants to implement worthwhile initiatives are under consideration.

NEW YORK

K-12 INITIATIVES

++ A state-level program assesses the readiness of high school students for college work.

ENTERING STUDENT INITIATIVES

++ The City University of New York (CUNY) system requires all students take a basic skills admissions test for placement.

PERFORMANCE STANDARD INITIATIVES

++ The CUNY system requires all students take an advancing or "rising-junior" exam.

NORTH CAROLINA

K-12 INITIATIVES

++ North Carolina has established minimum undergraduate admission requirements. A prescribed high school curriculum for college-bound students includes algebra I and II, geometry, three units of science (one laboratory, one biological, one natural), four units of preparatory English, and two units of social studies. Coursework in foreign language and additional mathematics is encouraged.

++ High school students are tested (end-of-course testing program) after completing courses in algebra, biology, English and other academic subjects.

++ State appropriations and foundation support are used to support demonstration projects.

++ A Math/science network program offers economically disadvantaged junior high and high school students intense academic counseling to encourage them to take college-preparatory courses.

PERFORMANCE STANDARD INITIATIVES

++ The Quality Assurance Program, established in 1983, requires all teacher education candidates to take the national teachers examination at the end of their sophomore year.

INITIATIVES FOCUSING ON GRADUATES/DROP-OUTS

See "Informational Initiatives"

++ North Carolina collects a variety of outcome measures and information at the state level. Three surveys and reports provide information to the institutions and the state.

(1) The College Graduate Survey is a follow-up sample survey of University of North Carolina students designed to learn about employment trends and satisfaction with their college experience.

(2) The Transfer Performance Report: provides information to all state institutions regarding the performance of transfer students in UNC-constituent institutions.

(3) The Retention and Graduation Report is a fall-to-fall report tracking various cohorts over a seven-year period and reporting results according to race and sex.

The state monitors SAT scores and course enrollments in high schools.

The state monitors licensing exams in law and nursing.

NORTH DAKOTA

(No statewide or systemwide assessment programs exist.)

K-12 INITIATIVES

-- Early assessment programs to assess the readiness of high school students for college work

are being considered.

OHIO

K-12 INITIATIVES

++ Ohio has two early assessment programs, the Early Mathematics Placement Testing (EMPT) program and the Early English Composition Assessment Program (EECAP). The purposes of these programs are to give students constructive feedback about their academic preparation and to improve program and institutional performance. The EMPT is administered to high school juniors; student participation is voluntary. EECAP has retrained some 6,000 high school English teachers. All two- and four-year public institutions and some private institutions are involved.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The Ohio Selective Excellence Program was introduced by the Board of Regents in 1985. Its primary purposes are:

(1) to ensure program and institutional accountability, and

(2) to improve program and institutional performance.

All two- and four-year public institutions, as well as some private institutions are involved. This program functions as a statewide assessment program.

OKLAHOMA

ENTERING STUDENT INITIATIVES

Oklahoma uses the ACT exam to admit and place students in state colleges and universities. The scores are used in conjunction with high school rank and grade-point average.

PERFORMANCE STANDARD INITIATIVES

++ Oklahoma tests all teacher education graduates prior to licensure. The test assesses subject-area knowledge in the major field.

++ In addition to the test for teacher education graduates, the State Regents for Higher Education is developing a basic skills test for teacher education applicants. The program is expected to be implemented in 1988.

-- A "rising-junior" or end--of-sophomore year exam to assess the outcomes of general education is under consideration.

-- A senior level test for all baccalaureate degree graduates is under consideration.

-- A value-added program for the freshman through junior or senior year is under consideration.

OREGON

K-12 INITIATIVES

++ In 1986, the State System of Higher Education introduced a required program of 14 academic course units for high school

students entering public four-year institutions in the state. The program includes courses in Math, science, social studies and English.

++ The public schools offer a Math-readiness program for high school juniors. The program is voluntary and provides early feedback and intervention.

++ Oregon provides a systemwide freshmen academic-performance report that tracks all freshmen through their first year and provides high schools with feedback on the performance of their graduates.

ENTERING STUDENT INITIATIVES

++ At the state level, the SAT is required of all students interested in attending a state university or college. The test is used primarily for placement.

++ The University of Oregon and Oregon State University require a minimum score on the SAT test of standard written English. Unlike other public institutions, these institutions have no remedial writing programs.

PERFORMANCE STANDARD INITIATIVES

++ All teacher education candidates must pass the California Basic Skills Test, prior to their junior year.

-- A computer literacy test is under consideration.

-- Exit requirements that demand one year of competency in a foreign language for students entering the state system in 1989 and two years of competency for students entering in 1991 are under consideration. A foreign-language competency test is being developed for this purpose.

PENNSYLVANIA

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

NOTE: Because state higher education institutions are independent - even in the public sector, each institution assumes a primary role in assessment and related activities.

INFORMATIONAL INITIATIVES

++ The State Ddepartment of Education views its assessment role as one of program coordination and sharing of information.

RHODE ISLAND

K-12 INITIATIVES

++ A statewide feedback system has been developed to provide high schools with feedback on the performance of their graduates who enroll in public colleges and universities in the state.

INITIATIVES FOCUSING ON GRADUATES/DROP-OUTS

++ Measures of retention and completion, follow-up studies of

graduates of Rhode Island public colleges and universities, and student and alumni reports on satisfaction with their college experience are expected to provide useful information on academic quality.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The Board of Governors for higher education has adopted a series of procedures that all public institutions in Rhode Island must follow in reporting on efforts to improve quality. For example, outcome measures used by each institution must be reported.

-- Long-range plans include the possible development of criterion-based measures of academic quality.

SOUTH CAROLINA

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ South Carolina recently completed a comprehensive study of many aspects of higher education in the state. The commission recognizes the importance of maintaining the quality of academic programs and services. It believes the existing methods of statewide quality assessment, such as program review, are useful and therefore plans to continue them.

++ Each public institution has or is developing a quality assurance program that will be incorporated into its annual report to the Commission on Higher Education.

SOUTH DAKOTA

ENTERING STUDENT INITIATIVES

++ The "entrance assessment" program includes the ACT for all entering freshmen and the ACT-COMP exam for a random sample of entering freshmen. Those taking the ACT-COMP exam are re-tested at the end of their sophomore year.

PERFORMANCE STANDARD INITIATIVES

++ The exit assessment program includes the Graduate Record Exam (GRE), the National Teachers Examination, the Engineering-In-Training examination, and the ACT Student Opinion Survey. Institutions may use these tests to develop their own instruments. All exit examinations are required prior to graduation.

INITIATIVES FOCUSING ON GRADUATES/DROP-OUTS

-- South Dakota is trying to implement a system for monitoring the job placement of graduates, including whether students take jobs within the state or outside the state.

INFORMATIONAL INITIATIVES

SEE "Initiatives Focusing On Graduates/ Drop-Outs."

TENNESSEE

ENTERING STUDENT INITIATIVES

++ The Tennessee Board of Regents' campuses test entering freshmen through the state's college preparatory program. Its purposes are to screen and place students and to provide feedback to individual students regarding their academic preparation and performance.

++ The above program provides remedial and developmental instruction to students who lack the skills to be successful in college.

PERFORMANCE STANDARD INITIATIVES

See "Initiatives focusing on the assessment of the quality of undergraduate education."

++ All graduating students participate in a test of general education outcomes.

++ Twenty percent of all graduating seniors take the comprehensive examination in their major field each year. In addition, each major field is tested every five years, with all graduating students participating.

++ "Bragg Marks" set year-by-year targets for institutions. The benchmarks include ACT exam scores of entering freshmen, Graduate Record Examination scores, program completion rates for full-time students, licensure rates in certified fields, and ACT-COMP exam results.

INITIATIVES FOCUSING ON GRADUATES/DROP-OUTS

++ The alumni survey is administered annually to all baccalaureate graduates from a given year.

++ Job placement information is collected quarterly from all graduates of two-year institutions.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The performance funding program was designed to encourage institutions to use assessment activities and outcome measures to improve performance. This program provides additional funds for institutions that have integrated assessment into various programs and activities on campus. Statewide performance-based funding programs have included the assessment of general education outcomes, comprehensive examinations in the major field, surveys of alumni, and reports of job placement.

TEXAS

ENTERING STUDENT INITIATIVES

++ A Generation Of Failure, a report presented to the Coordinating Board in July 1986, recommended several strategies to prevent students from passing through Texas colleges and universities without mastering basic skills. The report states that all freshmen should be tested in reading, writing and Math at skill levels required to be successful in college. It was also recommended

that counseling programs and nondegree credit remedial offerings be established. Reports on remedial program effectiveness will be submitted annually to the Coordinating Board.

PERFORMANCE STANDARD INITIATIVES

++ The Pre-Professional Skills Test (PPST) is required for all teacher education candidates. The test is administered prior to the junior year.

++ Teacher education graduates must pass a certification "exit" exam. Passage and failure rates on all required exams are published by institution.

UTAH

ENTERING STUDENT INITIATIVES

++ Institutionally designed assessment programs, with information shared systemwide, is Utah's approach to assessment. All institutions are required to be involved in pre-assessment or early assessment activities. The ACT exam is used at most institutions, along with other exams, to advise and place students, primarily in English and Math.

++ Some community colleges use examinations to assess the developmental educational needs of students prior to their matriculation into approved programs.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ There are a wide variety of institutionally designed assessment programs. The results of these institutional efforts will be reported to the commissioner's office and the Board of Regents, beginning in 1988.

VERMONT

(No state-level assessment programs exist.)

VIRGINIA

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ In 1985, Virginia's Council on Higher Education completed a study regarding the issue of assessment and the state. The Council recommended that each institution develop its own procedures for assessing student learning. The Virginia general assembly accepted this recommendation in 1986 and directed the Council to develop general guidelines for the institutions to follow. The assembly agreed that Virginia's institutions are highly diverse and that applying a uniform, standardized assessment instrument would not be appropriate.

++ A variety of programs are in use or under development by the 15 senior institutions and the community college system.

++ James Madison University is the designated pilot institution in Virginia. With support from the general fund and the Council's fund for excellence, it is developing a set of assessment techniques that can be modified by other institutions as needed.

++ The Council is working with the community college system to develop standards for developmental education, including assessment.

++ The Virginia Center for Innovative Technology and the State Council of Higher Education are monitoring applied research funded through the Center and its impact on the economic development in the state.

WASHINGTON

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The coordinating board will present a higher education plan by December 1, 1987, to the governor and legislature. This plan will probably include a focus on outcomes measures. Critical questions addressed by the plan will include what student outcomes should be measured and whether evaluation should be designed at the local level or developed on a statewide basis.

++ The Governor included in his 1988-89 budget request a proposal to fund a pilot "value-added" testing program at Western Washington University.

++ The governor has proposed support for a unique faculty development program at Evergreen State College.

WEST VIRGINIA

K-12 INITIATIVES

++ Some institutions are involved in early assessment of high school students regarding their preparation for specific university programs.

ENTERING STUDENT INITIATIVES

++ The ACT exam, which is used to screen and place students, is administered to prospective students prior to their admission to state institutions.

PERFORMANCE STANDARD INITIATIVES

++ In 1985 West Virginia implemented a teacher education assessment program. The first part of the program, the Pre-Professional Skills Test, is usually administered during the student's sophomore year in college. The second part, a content-specific test is administered prior to graduation - or, in some cases, prior to certification.

WISCONSIN

ENTERING STUDENT INITIATIVES

++ A regional testing program places students in English and math courses. Although it is a statewide program, institutional participation is optional. All students applying for admission to an institution

participating in the program are required to take the test.

-- A foreign-language examination, similar to the English and math program, is under consideration.

INITIATIVES FOCUSING ON THE ASSESSMENT OF THE QUALITY OF UNDERGRADUATE EDUCATION

++ The Board of Regents recently completed a study on the system's future that requires it to look into assessing college outcomes and to initiate a comprehensive assessment program for the universities in the system.

++ Five pilot assessment projects have been developed by five institutions.

++ The Board of Regents recognizes the importance of maintaining institutional diversity; therefore, the Board believes it would not be useful to develop a uniform approach to assessment that all institutions must follow.

WYOMING

K-12 INITIATIVES

++ A consequence of the English Proficiency Exam, described below, has been the incorporation of more writing requirements in the high school curriculum.

NOTE: See entering student initiatives and informational initiatives.

ENTERING STUDENT INITIATIVES

++ The University of Wyoming, the only public institution in the state, has two state-funded assessment programs. The Mathematics Diagnostic Test is administered to all college bound students during their senior year in high school. Adults and out-of-state students take the exam before placement in college courses. The test is mandatory for all entering students; it is used to place students either in regular courses or in remedial programs.

++ A second program, the English Proficiency Exam, is used to assess writing ability of all entering students and to place and advise them. In addition, several faculty members have been recognized as "expert teachers or scholars" in teaching English composition.

++ Several community colleges are involved in assessing reading skills.

PERFORMANCE STANDARD INITIATIVES

++ Two colleges within the university are in the preliminary stages of developing "senior-level outcomes tests" that measure content-specific knowledge.

INFORMATIONAL INITIATIVES

++ The university shares the results of the English Proficiency Exam and the Mathematics Diagnostic Test with high schools in the state.